

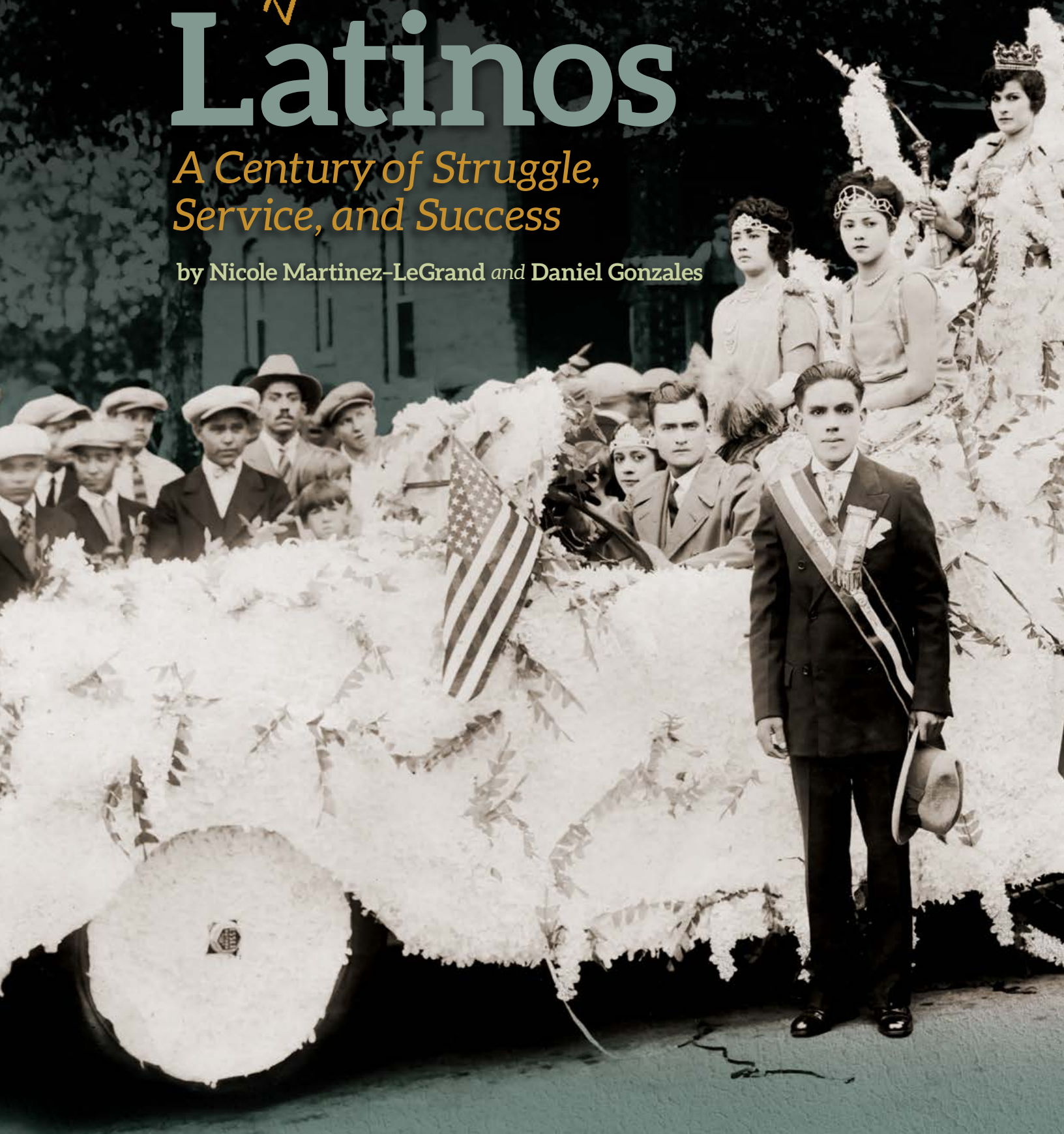
Lesson Plans by Mariah Pol for

Hoosier

Latinos

*A Century of Struggle,
Service, and Success*

by Nicole Martinez-LeGrand and Daniel Gonzales



© 2022 Indiana Historical Society Press. All rights reserved.

This is a publication of the Indiana Historical Society

Eugene and Marilyn Glick Indiana History Center

450 West Ohio Street

Indianapolis, Indiana 46202-3269 USA

Hoosier Latinos: A Century of Struggle, Service, and Success can be purchased from the IHS Basile History Market at:

Telephone orders: 1-317-234-0020

Online orders: <http://shop.indianahistory.org>

Lesson plans for *Hoosier Latinos: A Century of Struggle, Service, and Success* are available online at www.indianahistory.org

Made possible by a generous grant from Lilly Endowment Inc.

Hoosier Latinos: A Century of Struggle, Service, and Success **Lesson Plans, created by Mariah Pol**

For use in conjunction with *Be Heard: Latino Experiences* (<http://beheard.ihs.yourcultureconnect.com/e/home>), a virtual exhibit by the Indiana Historical Society

Mariah Pol is a doctoral student at Indiana University, Bloomington in Teacher Education and Curriculum Studies. She also received her bachelor's degree in Secondary Social Studies Education from Indiana University. Her research centers on inclusion of multiple perspectives with curriculum design in Social Studies Education. Presently, Mariah is involved as a Curriculum Writer for the Indiana Historical Society exhibits "Latino Experiences" and "Asian Experiences" and is a Research Analyst for PBS LearningMedia's "U.S. History Collection." She has worked with the World History Digital Education Foundation as a Teacher Fellow and Research Fellow analyzing Korea's coverage in U.S. high school Social Studies textbooks. Prior to doctoral studies, for six years, Mariah taught both 7th and 8th grade Social Studies. In her school district, her leadership roles included serving as the Middle School Social Studies Department Chair and Mentor to new and pre-service teachers. Mariah excelled as a teacher, earning numerous grants and teacher fellowships. She was awarded as the 2019 Indiana History Teacher of the Year through the Gilder Lehrman Institute of American History and the 2020 Caleb Mills Indiana History Teacher of the Year through the Indiana Historical Society.

Contents

| | |
|---|----|
| Introduction | 5 |
| Lesson Plan Components | 5 |
| Inquiry Standards | 6 |
| Lesson 1: Comparing Migrant Group Experiences in Indiana | 9 |
| Lesson 2: Different Latino Ethnic Groups in Indiana | 14 |
| Lesson 3: Experiences of Early Indiana Latinos | 20 |
| Lesson 4: Indiana Latinos: Past & Present | 23 |
| Lesson 5: The Great Depression and Hoosier Latinos | 29 |
| Lesson 6: Comparing Barrios | 36 |
| Lesson 7: Civil Rights: Latinos in Indiana | 43 |
| Lesson 8: Latino Student Experiences | 47 |
| Additional Information and References | 49 |

Introduction

Hoosier Latinos: A Century of Struggle, Service, and Success began in 2016 as a collecting initiative through the Indiana Historical Society, and a recognition of the Society to fully collect and preserve the contributions and stories of Latinos. The project involved the collection of oral histories from the Latino community, researching historical material for contextual information, digitizing photos, and bringing in new materials to the Society's collection to begin to tell the story of Latinos in Indiana. This vital work grew into an exhibition in 2018, *Be Heard: Latino Experiences in Indiana*. Following that, came a travelling exhibit, an online exhibit, the book *Hoosier Latinos: A Century of Struggle, Service, and Success*, and these lesson plans to assist educators in teaching the Latino experience in Indiana. This work is ongoing and will continue to facilitate dialogue on the importance of weaving Latino history into the historical narrative of Indiana and the nation.

Created for high school educators teaching Ethnic Studies, Indiana Studies, U.S. History, and other related topics, these resources dive into themes related to immigration, civil rights, identity, culture and more. Students will be

encouraged to think critically and look deeper at the history of Latinos in Indiana, including their contributions to their local and national communities.

Through a series of eight lesson plans guided by compelling questions, educators will be guided through incorporating the virtual exhibition *Be Heard: Latino Experiences in Indiana* exhibit into their classroom. Students will be prompted to complete primary and secondary source analysis, explore oral histories, and grow in empathy and understanding of others' lived experiences. Educators are encouraged to use *Hoosier Latinos: A Century of Struggle, Service, and Success* to supplement their own contextual knowledge of the history of Latinos in Indiana.

Accompanying this set of lesson plans is a list of resources that can be used in additional lessons or for teachers to further their own exploration of the importance of the Latino community to the state and country.

Bethany Hrachovec,
Director of Education
and Engagement

Lesson Plan Components

Each lesson plan contains the following elements:

- **Compelling Question** – This question will set the stage for the lesson and guide the inquiry.
- **Staging the Compelling Question** – This section will assist educators in preparing their students to begin exploring content and inquiry related to the Compelling Question.
- **Lesson Overview** – This summary will provide an overview of the lesson for educators, including length of time required to complete the lesson, expected outcomes of the lesson, overview of content, and activities involved.
- **Materials** – This is a list of materials that students may need in order to complete the lesson.
- **Procedures** – These step-by-step instructions will guide educators through teaching the lesson.
- **Supplementary Materials** – These materials can include graphic organizers, worksheets, and additional information that is helpful in completing the lesson.

Inquiry Standards

Lesson 1: Comparing Migrant Group Experiences in Indiana

Indiana Studies:

- IS.1.10 Summarize the impact immigration had on social movements of the era including the contributions of specific individuals and groups.
- Examples: Little Syria on the Wabash, Calumet region, German immigrants, Irish immigrants, Eastern European Immigrants, Latinx Immigrants
- IS.1.20 Analyze the causes of the Great Depression and explain how they affected Indiana society.
- IS.1.26 Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.
- IS.1.35 Locate and analyze primary sources and secondary sources related to an event or issue of the past. Discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- IS.3.6 Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.
- IS.3.7 Examine Indiana's relationships with states, countries, and world regions and understand the significance of these relationships to Indiana's past, present and future.
- IS.4.9 Examine the migration of groups to Indiana for economic opportunity.

Ethnic Studies:

- ES.1.2 Students identify and analyze their social, ethnic, racial and cultural identities and examine societal perceptions and behaviors related to their own identities.
- ES.1.3 Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- ES.2.1 Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.

- ES.2.2 Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary or forcible).
- ES.2.3 Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- ES.4.1 Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- ES.4.2 Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

Lesson 2: Different Latino Ethnic Groups in Indiana

Indiana Studies:

- IS.3.6 Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.
- IS.3.7 Examine Indiana's relationships with states, countries, and world regions and understand the significance of these relationships to Indiana's past, present and future.
- IS.3.8 Read and interpret texts (written, graphs, maps, imagery, timelines) to answer geographic questions about Indiana in the past and present and to plan for Indiana's future.
- IS.4.9 Examine the migration of groups to Indiana for economic opportunity.

Ethnic Studies:

- ES.2.1 Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- ES.2.2 Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary or forcible).
- ES.2.3 Students compare and contrast how circumstances of ethnic/racial groups affected their

treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.

Lesson 3: Experiences of Early Indiana Latinos

Ethnic Studies:

- ES.1.3 Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- ES.2.1 Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- ES.2.2 Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary or forcible).
- ES.2.3 Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.

Lesson 4: Indiana Latinos: Past & Present

Indiana Studies:

- IS.1.10 Summarize the impact immigration had on social movements of the era including the contributions of specific individuals and groups.
- IS.3.6 Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.
- IS.4.9 Examine the migration of groups to Indiana for economic opportunity.

Ethnic Studies:

- ES.1.3 Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- ES.2.1 Students investigate the origins of various ethnic and racial groups, examining the historical

influence of cultural, socio-political, and socio-economic contexts on those groups.

- ES.2.2 Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- ES.2.3 Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- ES.4.1 Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- ES.4.2 Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

Lesson 5: The Great Depression and Hoosier Latinos

U.S. History:

- USH.4.7 Assess the economic impact of the Great Depression on all Americans.
- USH.10.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- USH.10.5 Develop arguments, defended with historical evidence, which explain historical change.

Lesson 6: Comparing Barrios

Indiana Studies:

- IS.1.34 Conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation.
- IS.3.6 Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups has, have, and will have on Indiana.
- IS.4.1 Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power.
- IS.4.9 Examine the migration of groups to Indiana for economic opportunity.

Ethnic Studies:

- ES.1.3 Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- ES.2.1 Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- ES.2.2 Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- ES.2.3 Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- ES.4.1 Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.
- ES.4.2 Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

U.S. History:

- USH.7.6 Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.

Lesson 7: Civil Rights: Latinos in Indiana

Indiana Studies:

- IS.1.26 Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.
- IS.1.27 Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement.

Ethnic Studies:

- ES.4.2 Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

U.S. History:

- USH.7.1 Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- USH.7.2 Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.
- USH.7.7 Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
- USH.10.5 Develop arguments, defended with historical evidence, which explain historical change.

Lesson 8: Latino Student Experiences

Indiana Studies:

- IS.1.27 Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement.
- IS.4.13 Identify the problems confronting different minorities in Indiana from 1960 to 1980 during this period of economic and social change and examine the solutions to these problems.
- IS.5.7 Examine the minority educational experience in Indiana and compare it to that of traditionally white schools up until desegregation.

Ethnic Studies:

- ES.1.3 Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.
- ES.4.2 Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy and individual champions.

U.S. History:

- USH.7.6 Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.
- USH.10.5 Develop arguments, defended with historical evidence, which explain historical change.

Lesson 1: Comparing Migrant Group Experiences in Indiana

Compelling Question

How were the experiences of Black, Asian and Latino migrants similar and different when immigrating to Indiana?

Staging the Compelling Question

Ask students if they know about their own family ancestry in Indiana. Ask: Where did they come from? Why did they choose to move here? What were their experiences? If students do not know this information, ask them to imagine what might have been the reasons their family came to Indiana and their experiences.

Lesson Overview

This inquiry is designed for one class period and leads students to compare the experiences of various migrant ethnic groups in Indiana through examining the compelling question “How were the experiences of Black, Asian and Latino migrants similar and different when immigrating to Indiana?” Students will explore the online exhibits of Asian Experiences in Indiana, Latino Experiences in Indiana, and Groundbreaking Black Hoosiers which are all curated by the Indiana Historical Society. The lesson begins asking students prior knowledge questions about their family’s migration experience to Indiana. Students will also complete a KWL Chart, documenting their prior knowledge and their own curiosities on the topic. Using a graphic organizer, students will pick two individuals from each exhibit with primary source images and interviews. They will document these individuals’ experiences on the graphic organizer. Next, to scaffold the information, students will answer reflection questions on how these experiences are similar and different to one another, how they compare to other ethnic groups, and to immigration today.

The formative performance task requires students to use historical thinking skills researching other ethnic groups’ experience immigrating to Indiana. Students can pick the ethnic group they would like to study. They will create a travel log documenting the stories they uncover.

Materials

Device to access the Internet, pencil/pen, headphones

Procedures

1. To introduce and hook students to inquiry, ask them what they know about their own family’s immigration to Indiana. To help facilitate discussion, ask them where they moved from, what factors made them choose to move, and what experiences they had. If students do not know their family’s history, have students imagine what their family might have endured. Allow multiple students the time to share their responses with the class. Write down responses on the board as they share and have students look for any similarities and differences.
2. Share with students today’s compelling question: “How were the experiences of Black, Asian, and Latino migrants similar and different when immigrating to Indiana?” Inform students that today we will be looking at primary sources curated online through the Indiana Historical Society’s exhibits “[Asian Experiences in Indiana](#),” “[Latino Experiences in Indiana](#),” and “[Groundbreaking Black Hoosiers](#).”
3. Next, distribute the **KWL Chart Handout**. Have them respond to the first two columns with what they already know about either Black, Latino, or Asian experiences, and what they want to learn. Have students refrain from completing the last column. This will be saved for the conclusion of the lesson.
4. Pass out **Comparing Migrant Group Experiences in Indiana Graphic Organizer** to students. Direct students to the links on the handout. Have students read the webpages and engage with the multimedia to complete the columns on the graphic organizer. The first row can be teacher led, while the others can be completed in small student groups.
5. After students have completed the graphic organizer, pass out the **Reflection Questions Handout**. Have students work in pairs or individually to answer. Bring the whole class together to share their responses.
6. Direct students to go back to their KWL Charts. Have them complete the last column of what they have learned about these groups’ experiences in Indiana.

7. For the formative assessment: After completing the KWL Chart, Graphic Organizer and Reflection Questions have students research the experiences of other migrant groups to Indiana. It can be Puerto Rican Americans, Cuban Americans, Central Americans, Dominican Americans, German Americans,

Irish Americans, Polish Americans, etc. Students will research the groups' stories of arrival from one of those locations and their experiences adjusting to life in Indiana. Students will create a travel log documenting the stories they uncover.

Name: _____ Period: _____ Date: _____

KWL Chart: Comparing Migrant Group Experiences in Indiana

Directions: At the beginning of the lesson, fill out the first two columns. In the first column, list prior knowledge on Black, Latino, and Asian experiences in the United States. In the second column, list what you want to learn about their experiences. At the conclusion of the lesson, you will complete the last column detailing what you learned from today's lesson.

| K What you know | W What you want to Learn | L What you learned |
|--------------------|-----------------------------|-----------------------|
| | | |

Name: _____ Period: _____ Date: _____

Comparing Migrant Group Experiences in Indiana | Graphic Organizer

Directions: Please go to the following listed links. At these links, pick two people from each migrant group to record on your chart. As you read, take notes responding to the following columns. Listen to the interviews and look through all photos on the webpages to assist you in your notes.

- Be Heard: Asian Experiences in Indiana – beheard.ihs.yourcultureconnect.com/e/asian-experiences
- Be Heard: Latino Experiences in Indiana – beheard.ihs.yourcultureconnect.com/e/latino-experiences
- Groundbreaking Black Hoosiers – beheard.ihs.yourcultureconnect.com/e/black-hoosiers

| Person's first and last name, country of origin | Area of settlement | Date of arrival (estimate) | Reasons for coming | Struggles faced | Contributions |
|---|--------------------|----------------------------|--------------------|-----------------|---------------|
| | | | | | |
| | | | | | |
| | | | | | |

Name: _____ Period: _____ Date: _____

Comparing Migrant Group Experiences in Indiana | Graphic Organizer (con.)

| Person's first and last name, country of origin | Area of settlement | Date of arrival (estimate) | Reasons for coming | Struggles faced | Contributions |
|---|--------------------|----------------------------|--------------------|-----------------|---------------|
| | | | | | |
| | | | | | |
| | | | | | |

Lesson 2: Different Latino Ethnic Groups in Indiana

Compelling Question

Who are Indiana's Latinos and what are their experiences?

Staging the Compelling Question

Ask students who is considered a Latino? Ask them which Latino ethnic groups are in Indiana today?

Lesson Overview

This inquiry is designed for one class period and leads students to compare the experiences of various Latino ethnic groups in Indiana through examining the compelling question “Who are Indiana’s Latinos and what are their experiences?” Students will interpret maps and charts related to Indiana’s various Latino ethnic groups. They will also examine an online museum exhibit with primary source images and interviews and two historians’ blog posts about Latino migration in Indiana. Students will compare the experiences of Mexican, Puerto Rican, and Peruvian immigration to Indiana. After completing a graphic organizer to scaffold the information, students will answer reflection questions on how these experiences are similar and different to one another, how they compare to other ethnic groups, and to immigration today.

The formative performance task requires students to use historical thinking skills by producing a poem. Students will need to use the graphic organizer and reflection questions to assist them in empathizing with the historical perspective of these immigrant groups to imagine what they would have written in a poem about their experiences.

Materials

Device to access the Internet, pencil/pen, headphones

Procedures

1. To introduce and hook students to inquiry, ask: What do you already know about Latinos? Who are Latinos? What Latino groups are in Indiana? Make a bullet point list of their responses.
2. Share with students the map of Latin America. Explain that Latinos are anyone whose ancestry

originates in these countries. These countries were all colonized by either Spain or Portugal, sharing those common histories and languages.

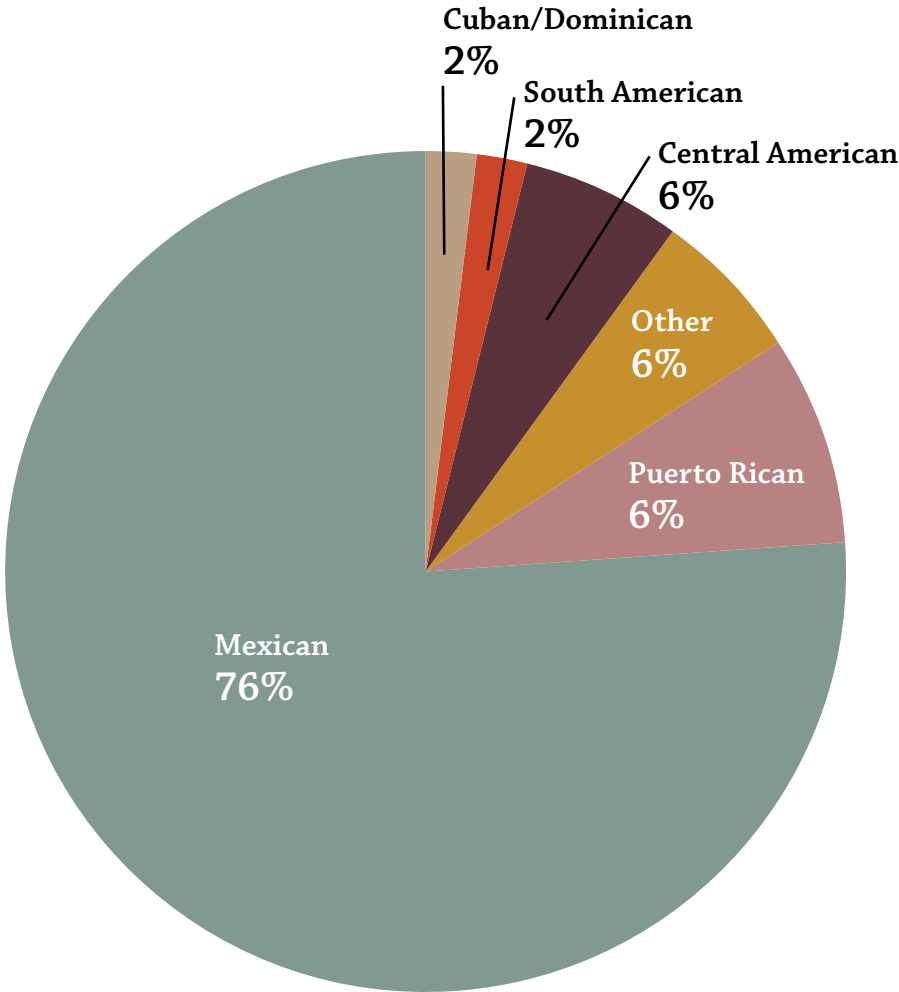
3. Next, show students the pie chart of Indiana’s Hispanic Population, 2010. As students observe the pie chart, ask them the following questions:
 - a. What is the largest Latino ethnic group in Indiana? What percentage?
 - b. What is the second largest group? What percentage?
 - c. What is the difference in percentages between those two groups?
 - d. Why do you think these two groups would have the largest numbers?
4. Introduce today’s compelling question: “Who are Indiana’s Latinos and what are their experiences?” Inform students that today we will be examining historical examples of various Latino ethnic groups immigration experiences to Indiana.
5. Distribute the **Different Latino Ethnic Groups in Indiana Handout**. Direct students to click the links on the handout. Have them read the webpages and engage with the multimedia to complete the columns on the graphic organizer. The first column can be teacher led, the second column can be student groups, and the last can be done individually. Alternatively, all can be completed in groups or independently by students.
6. Pass out the **Reflection Questions Handout** to students. After they have completed the graphic organizer, have students work in pairs or individually to answer the reflection questions. Bring the whole class together to share their responses.
7. For the formative assessment: After completing the graphic organizer and reflection questions students will work individually on developing an I am Poem— **using the “I Am” poem template**. These poems are to engage students empathetically with immigrant experiences in Indiana. After students have finished their poems, have students share with the class.

Map of Latin America



"Latin American Countries", World Atlas <https://www.worldatlas.com/geography/latin-american-countries.html>

Indiana Hispanic Population by Type, 2010



Note: Central American excludes Mexican
IBRC, using Census 2010 data

Name: _____ Period: _____ Date: _____

Different Latino Ethnic Groups in Indiana Handout

Directions: Please go to the following listed links. As you read, take notes responding to the following columns.

Puerto Rican Migration - <http://northwestindianahistorianjamesblane.blogspot.com/2016/02/puerto-rican-migration.html>

Not all Latinos are Mexican: The Story of a 1920s Peruvian Steel Worker from Gary, Indiana - <https://indianahistory.org/blog/not-all-latinos-are-mexican-the-story-of-a-1920s-peruvian-steel-worker-from-gary-indiana/>

Founding a Community - <http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community>

| Country of origin | Area of settlement | Date of arrival (estimate) | Reasons for coming | Struggles faced |
|-------------------|--------------------|----------------------------|--------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |

Name: _____ Period: _____ Date: _____

Reflection Questions: Different Latino Ethnic Groups in Indiana

Directions: Use your notes from the graphic organizer to assist you in answering the following questions.

1. How are the stories you studied different from each other?
2. How are the stories similar?
3. What are some of the important national or international events that are linked to the experiences of Latino immigration?
4. Do you know your own family's story of arrival to the United States? If not, what would you presume about that arrival experience? How might the experience of Latino Americans be similar or different to your family's story of arrival?
5. What are some of the stereotypes about when and how Latinos have come to the United States? In what ways do the stories you researched challenge stereotypes about Latinos and how they arrived in this country?

"I Am" Poem Template

Directions: Complete the following statements as if you were an immigrant from one of the various Latino ethnic groups discussed in today's lesson. Your statements should be historically accurate and emotionally powerful. Write your poem on a separate sheet of paper.

I am (Latino ethnic group chosen)

I wonder...

I hear...

I see...

I want...

I am (Latino ethnic group chosen)

I pretend...

I feel...

I touch...

I worry...

I cry...

I am (Latino ethnic group chosen)

I understand...

I say...

I dream...

I try...

I hope...

I am (Latino ethnic group chosen)

Lesson 3: Experiences of Early Indiana Latinos

Compelling Question

Why did early Latinos immigrate to Indiana and what were their experiences?

Staging the Compelling Question

Ask students to imagine moving to another country and share their thoughts.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of early Latino migrants to Indiana. By examining the compelling question “Why did early Latinos immigrate to Indiana and what were their experiences?” students can compare early Latino experiences in Indiana to other immigrant ethnic groups in the state and country.

The formative performance task requires students to use historical thinking skills. Students will need to use primary and secondary sources provided on the Latino Experiences in Indiana online exhibit as evidence to answer the compelling question.

For this inquiry, students will need prior knowledge of immigration in the United States.

Materials

Device to access the internet, pencil/pen

Procedures

1. To introduce and hook students to inquiry, ask them to write down their answers and think-pair-share to the following questions:
 - a. What factors would make you leave your neighborhood, community, and/or country and move somewhere else?
 - b. Once in a new place, how would you adjust to make the new place feel more like home?
 - c. What struggles might you face in a new place?
2. Introduce today’s compelling question: “Why did early Latinos migrate to Indiana and what were their experiences?” Inform students that today we will be examining political and economic factors that contributed to the immigration of Latinos and how they made Indiana their home.
3. Distribute the **Founding a Community Graphic Organizer**. Direct students to the website “[Mexican Revolution](#).” Tell them to take notes of factors that would make Mexico’s population want to leave in the first column. For differentiated instruction, this reading can be adjusted for students’ various lexile levels at the top left on the website. After viewing the website and taking notes, have students share with the class.
4. Next, direct students to the “[Founding a Community](#)” webpage. Have them read the webpage and continue filling out the first column and begin completing the second and third columns on the graphic organizer. Encourage students to listen to the oral history interviews and use them as evidence in the columns, citing the person and timestamp of the interview clip. Also, encourage students to cite evidence from the images embedded on the webpage.
5. After students have completed the graphic organizer, students will need to produce a quality paragraph answering today’s compelling question of “Why did early Latinos migrate to Indiana and what were their experiences?” Paragraphs need to include primary and secondary source evidence from the webpage (i.e. interviews and photographs) to support their claims.

Name: _____ Period: _____ Date: _____

Founding a Community | Graphic Organizer

Directions: Please read the webpage “[Founding a Community](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community)” (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community>). As you read, take notes responding to the questions in the following columns. In the columns, include primary source evidence from the oral history interviews and photographs. In interviews, make sure to include the first and last name of the person and the timestamp (i.e. Edward Medina, 2:45) For photographs, include the title and year (i.e. Fiestas Patrias Parade Float, 1926).

| Reasons for leaving | How did they adjust? | Struggles Faced |
|---------------------|----------------------|-----------------|
| | | |

Lesson 4: Indiana Latinos: Past & Present

Compelling Question

What are the past and present experiences for Latinos in Indiana?

Staging the Compelling Question

Ask students what they already know or have heard about Latino immigration into the United States.

Lesson Overview

This inquiry is designed for one class period and leads students to compare the experiences of early Latinos in Indiana to the present. By examining the compelling question “What are the past and present experiences for Latinos in Indiana,” students can compare early Latinos experiences in Indiana from 1919 to 1929, to present-day experiences. They will contrast countries of origin, reasons for coming, where they settled, struggles faced, and contributions. Students will use a graphic organizer as a scaffold and responses to interview questions embedded on the Latino Experiences in Indiana online exhibit.

The formative performance task requires students to use historical thinking skills by producing a 2-3 paragraph response comparing the experiences of Indiana Latinos in the past and present. Students will need to use the graphic organizers for the web pages “Founding a Community” and “New Era of Growth and Diversity.” Students will also need to include evidence from the primary source interviews embedded on the Latino Experiences in Indiana online exhibit to answer the compelling question.

For this inquiry, students will need prior knowledge of immigration in the United States.

Materials

Device to access the Internet, pencil/pen, headphones

Procedures

1. To introduce and hook students to inquiry, ask them what they already know about Latino immigration into the United States and make a bullet point list of their responses.

2. Introduce to students today’s supporting question: “What are the past and present experiences for Latinos in Indiana?” Inform students that today we will be examining examples of Latino immigration from the first Latino immigrants in Indiana from 1919 to 1929, and comparing that to Latinos’ experiences in Indiana today.
3. Distribute the **Founding a Community Graphic Organizer**. Direct students to the [“Founding a Community”](#) webpage. Have them read the webpage and complete the columns on the graphic organizer as they read. This can be done as a whole class activity to provide examples of what they are supposed to do.
4. Next, have students listen to the primary source interviews embedded on the page. As they listen, have them answer the questions for each interview. They also will need to click the “Learn More” tabs to answer questions about the interviewee’s background.
5. Direct students to the [“New Era of Growth and Diversity”](#) webpage. Have students work in pairs to complete the **New Era of Growth and Diversity Graphic Organizer** and answer the primary source interview questions. They also will need to click the “Learn More” tabs to answer questions about the interviewee’s background. Students may need headphones for this step.
6. For the formative assessment: After completing the two graphic organizers and listening to the primary source interview questions on each webpage, students individually will need to produce a quality 2-3 paragraph response answering today’s compelling question of “What are the past and present experiences for Latinos in Indiana?” Responses need to include primary source interview evidence from both webpages referencing countries of origin, reasons for coming, where they settled, struggles they faced, and contributions they made.

Name: _____ Period: _____ Date: _____

Founding a Community | Graphic Organizer

Directions: Please read the webpage “[Founding a Community](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community)” (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community>). As you read, take notes responding to the questions in the columns.

| Countries Latinos have come from | Reasons for coming | Where they settled | Struggles they faced | Contributions they made |
|----------------------------------|--------------------|--------------------|----------------------|-------------------------|
| | | | | |

Founding a Community | Oral History Interviews

Directions: Please click the following interviews on the webpage “[Founding a Community](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community)” (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community>). As you listen, take notes responding to the following questions. For some questions, you will have to click the “Learn More” tab about the individual to answer the questions.

Edward Medina “Immigration Experience”

1. What work did his father do?
2. How did he describe East Chicago, Indiana?
3. How does he describe Latinos? Why did they act this way?
4. When did other Latino immigrants come to Indiana? Where were they from?
Click the “Learn More” tab to answer:
5. When did his parents immigrate to Indiana?
6. In what ways has he contributed to his local, state, and national communities?

Fred Maravilla “Immigration Experience”

1. What kinds of work did his family do before their move to Indiana?
2. How did they hear about work in Indiana?
3. How did they arrive in Indiana?

Founding a Community | Oral History Interviews (cont.)

4. What was going on at the steel mills when they arrived? Why would the steel mill recruit Mexican workers?

5. What were their living conditions when they arrived in Indiana?

Click the "Learn More" tab to answer:

6. When did his family arrive?

7. In what ways has he contributed to his local, state, and national communities?

Sandra Valdèz "Immigration Experience"

1. What age was her dad when he arrived in Indiana?

2. Where was her family before moving to Indiana?

3. Where did they live in Indiana?

Irene Osorio "Struggle and Resistance"

1. What were the salesmen selling to Mexican women? Why was this problematic?

Click the "Learn More" tab to answer:

2. When did her family come from Mexico? What made them come to Indiana?

3. In what ways has her family contributed to local, state, and national communities?

Name: _____ Period: _____ Date: _____

New Era of Growth and Diversity | Graphic Organizer

Directions: Please read the webpage “[New Era of Growth and Diversity](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/new-era-diversity)” (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/new-era-diversity>). As you read, take notes responding to the questions in the columns.

| Countries Latinos have come from | Reasons for coming | Where they settled | Struggles they faced | Contributions they made |
|----------------------------------|--------------------|--------------------|----------------------|-------------------------|
| | | | | |

New Era of Growth and Diversity | Oral History Interviews

Directions: Please click the following interviews on the webpage “[Founding a Community](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community)” (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community>). As you listen, take notes responding to the following questions. For some questions, you will have to click the “Learn More” tab about the individual to answer the questions.

Miriam Acevedo-Davis “Immigration and Adjustment”

1. What is the status of many of the immigrants she works with?
2. According to her, why are many Latino immigrants coming to Indiana?
Click the “Learn More” tab to answer:
3. Where was she born?
4. Where does she live presently?
5. In what ways has she contributed to her local, state, and national communities?

Robert Salinas “Work and Service”

1. Robert was the first Latino to serve in what role in Kokomo?
2. How is his cultural background a useful skill in his job?
Click the “Learn More” tab to answer:
3. Where is he from?

New Era of Growth and Diversity | Oral History Interviews (cont.)

4. In what ways has he contributed to his local, state, and national communities?

Miriam Acevedo-Davis “Community and Contribution”

1. Miriam is the head of what organization in Indianapolis?

2. How has her organization helped Latino youth?

Maria Luisa Tishner “Community and Contribution”

1. What work does she do?

2. How has her work expanded?

Click the “Learn More” tab to answer:

3. Where is she from?

Alfonso and Daniela Vidal “Community and Contribution”

1. What services do they provide?

2. How has their work evolved?

Click the “Learn More” tab to answer:

3. Where are they from? Why did they move to Indiana?

Lesson 5: The Great Depression and Hoosier Latinos

Compelling Question

Is anything new in the way we treat immigrants in the United States today?

Staging the Compelling Question

To assess prior knowledge, ask students to name immigrant groups that had already come to the United States before the Great Depression.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of early Latino immigrants to Indiana during the Great Depression. By examining the compelling question “Is anything new in the way we treat immigrants in the United States today,” students can compare early Latinos’ experiences in Indiana, other immigrant ethnic groups in the state and country, to current immigration policies.

The formative performance task requires students to use historical thinking skills. Students will need to use primary and secondary sources provided on the Latino Experiences in Indiana online exhibit as evidence to answer questions about Latino populations’ experiences in Indiana during the Great Depression.

For this inquiry, students will need prior knowledge of immigration in the United States and knowledge of current immigration policies.

Materials

Device to access the Internet, pencil/pen

Procedures

1. To introduce students and assess prior knowledge, ask students the following questions and have them think-pair-share with a partner.
 - a. What early immigrant groups had already come to the United States?
 - b. What factors brought those groups to the United States?
 - c. What was their treatment once in the United States?
2. To further assess students’ prior knowledge, ask them the following questions in a whole class discussion:
 - a. What major event took place throughout the 1910s? (World War I)
 - b. How would this event have affected the workforce? (Working aged men fighting in the war)
 - c. What would be a solution to that problem? (Women participating in industrial and agricultural work, hiring immigrant groups to work in industrial and agricultural work)
3. Inform students that today we are going to be focusing on the experiences of Latino immigrants in Indiana during the 1920s and 1930s. Share today’s compelling question: Is anything new in the way we treat immigrants in the United States today?
4. Show students the video “[Great Depression](#).” As they watch the video, have them take notes about the causes of the Great Depression and how it affected the United States. After the video, have them share what they learned with the class.
5. Pass out the **Great Depression and Indiana Latinos Handout**. Have them answer the questions and share their answers to generate class discussion when looking through the Great Depression and Indiana Latinos supplemental graphs, charts, and images.
6. Next, direct students to the Indiana Historical Society’s Latino Experiences in Indiana online exhibit “[Tumultuous Growth](#).” Remind them to look at all the images and listen to all the interview clips on the link to answer the questions. Tell students to cite their evidence in their answers.
7. After students have completed the handout, ask them again today’s compelling question “Is anything new in the way we treat immigrants in the United States today?” Have students discuss their answers using evidence from today’s lesson and connecting it with economic and social factors from the Great Depression to present day.

Great Depression and Indiana Latinos

Directions: Using the graph, charts, and images provided, answer the following questions.

Graph A: Mexican Immigration to the U.S., 1894-1940

1. What years had the highest numbers of Mexican immigrants?
2. Which year had the most Mexican immigration? How many Mexican immigrants arrived that year?
3. About how many Mexican immigrants were in the United States in 1930?
4. How far had Mexican immigration fallen from the year 1931 to 1934?

Graph B: Immigration to the United States by Continent

1. Which continent supplied the highest number of immigrants? What was its highest number? How does this compare to Mexican immigration in Graph A?
2. What year did European immigration fall to its lowest?
3. Immigration from which continent rose during that year?

Nativist Images and Newspaper Headlines

1. In these images and newspaper headlines what observations stand out to you?
2. What can you infer about the time period from viewing these?
3. What lingering questions do you have after viewing these?

Name: _____ Period: _____ Date: _____

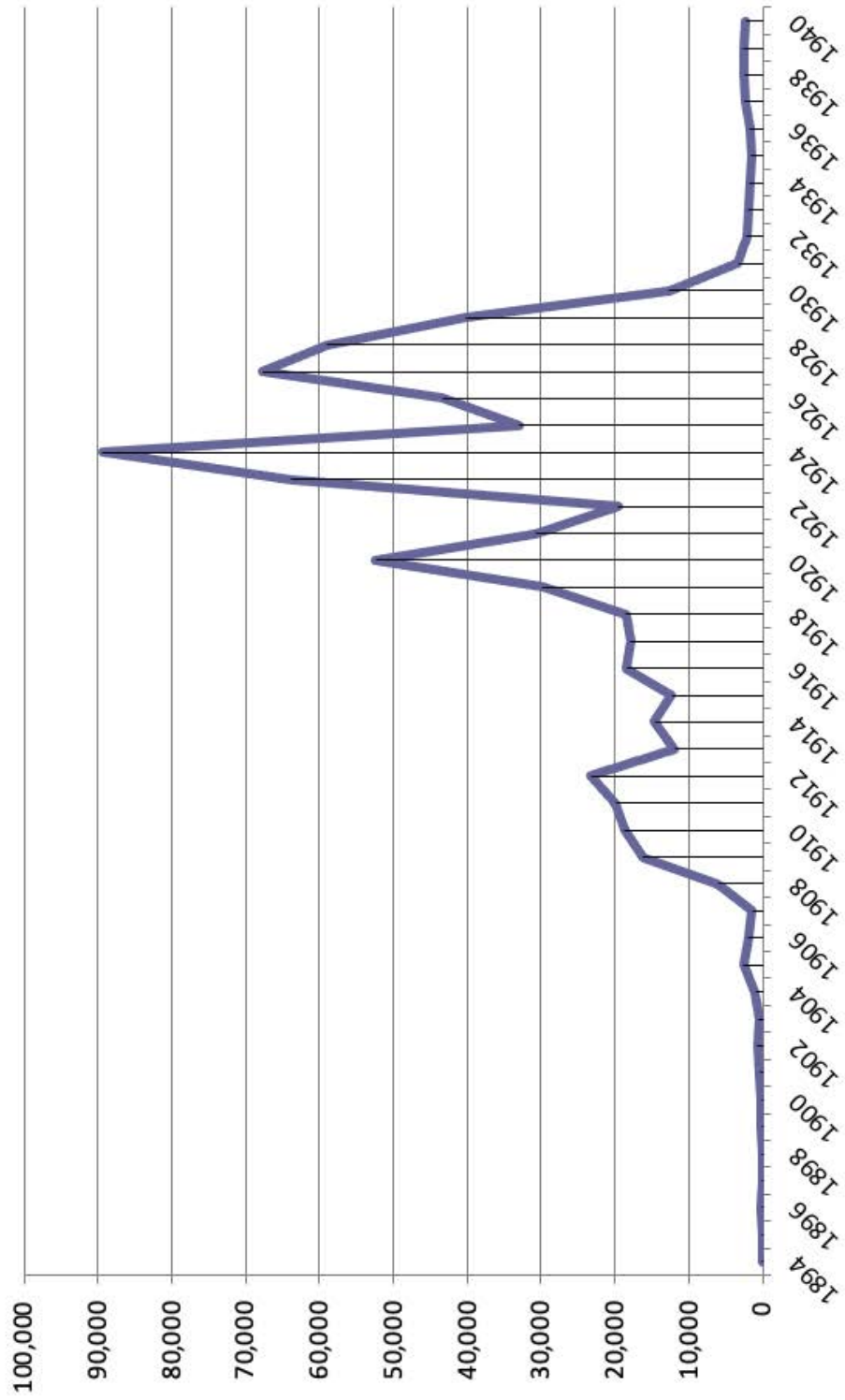
Be Heard: Latino Experiences

Directions: Please go to the following website “[Tumultuous Growth](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community-copy)” (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community-copy>) to answer the following questions.

1. Navigate through the images on this webpage. In what ways were Indiana’s Latino population assimilating to American life? Please give examples citing the photos as evidence. List the title of the image and the year.
2. Read through the passage on the website. Which industries hired Latinos in Indiana?
3. Listen to the oral history interviews on the webpage. What happened to Indiana’s Latino population during the Great Depression? Listen to each interview and quote evidence of what happened. List the interviewee’s first and last name and time stamp.

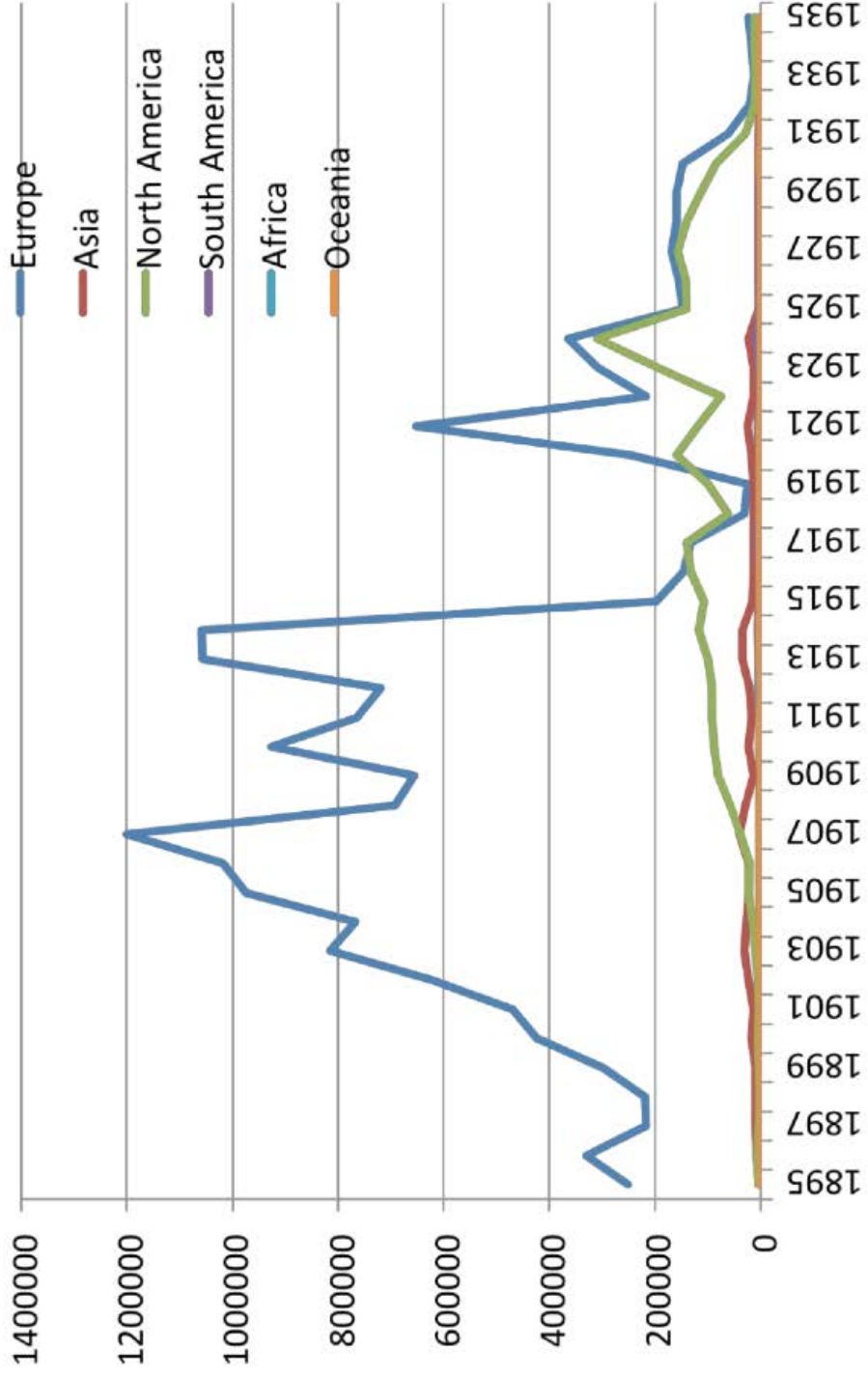
Great Depression and Indiana Latinos Supplemental graphs and images

Graph A: Mexican Immigration to the U.S., 1894-1940



Data from "Immigrants by Country of Last Residence—North America: 1820–1997," Historical Statistics of the United States 2006, <http://hsus.cambridge.org/HSUSWeb/table/seriesfirst.do>

Graph B: Immigration by Continent



Data from "Immigrants by Country of Last Residence—North America: 1820–1997," Historical Statistics of the United States 2006, <http://hsus.cambridge.org/HSUSWeb/table/seriesfirst.do>

"HORRIBLE EXAMPLES" PARADE TO FURTHER FIGHT FOR EUGENICS AND BIRTH CONTROL



Should the prisons and asylums be filled if my kind had no children?

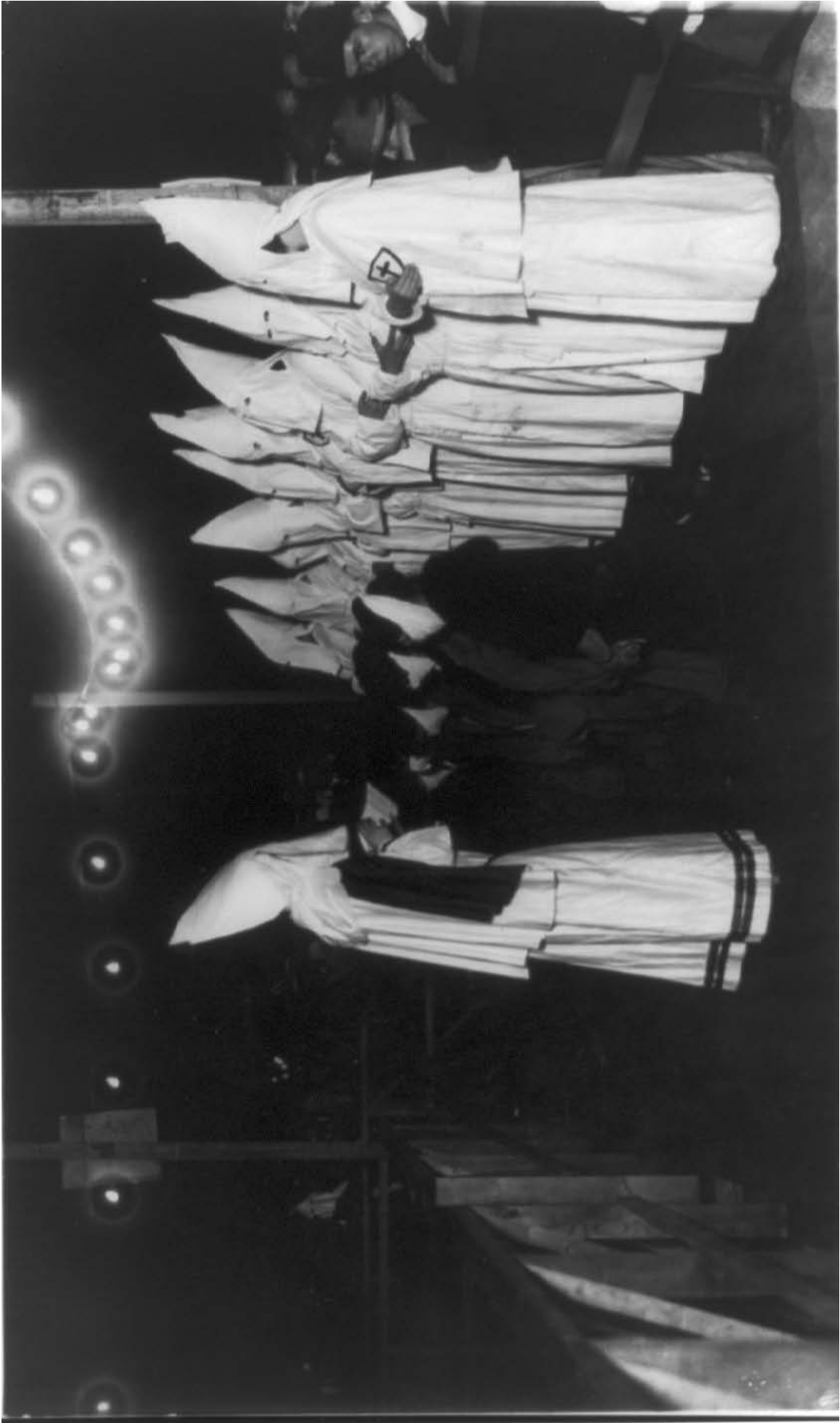
I am a border to myself in the State. Should I be allowed to propagate?

I must drink alcohol to sustain life. Shall I transfer the craving to others?

New York, Oct. 30.—“I must drink alcohol to sustain life. Shall I transfer the craving to others?”

“I cannot read this sign. By what right have I children?”—and similar signs were carried up and down 5th av. and Wall st. in a novel publicity campaign in favor of birth control and eugenics, just launched by the Medical Review of

Reviews, under direction of Frederick H. Robinson,



“First Public Appearance of Women of the K.K.K. on Long Island,” photo by Triangle Studio, Long Island, New York, ca. 1924, Library of Congress, <https://www.loc.gov/item/2012647923/>

THE DEARBORN INDEPENDENT

The Alien Flood That Perils America's Future

More Official Evidence of the Type of 1920 Immigration:

The Johnson Bill, to restrict immigration and save this country from the millions of undesirables who would leave their homes across the seas to become economic parasites sowing seeds of dissension in this country, has passed the House of Representatives. The opponents of the measure frankly hope to "amend it to death," if they are

Dearborn Independent (Dearborn, Michigan), January 8, 1921, Chronicling America: Historic American Newspapers, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/2013218776/1921-01-08/ed-1/seq-10/>

The

Pensacola

Journal

PENSACOLA'S HARBOR
Can Accommodate the Navies of
the World.

WEST FLORIDA
The All-Year Playground of
America.

ONLY ASSOCIATED PRESS PAPER IN PENSACOLA—MEMBER NEWS ENTERPRISE ASSOCIATION.

VOL. XXIII, NO. 298.

THE WEATHER,
Clearing and colder today; Monday fair.

PENSACOLA, FLORIDA, SUNDAY MORNING, FEBRUARY 20, 1921.

PRICE FIVE CENTS

IMMIGRATION ACT HAS DRASTIC PROVISIONS REPUBLICANS DRIVE TARIFF ACT THROUGH

Measure Will Check Influx of Europeans

PADEREWSKI WILL ENTER CONTEST TO OUST GENERAL PILSUDSKI AS PRESIDENT OF POLISH REPUBLIC

World Famous Pianist and Patriot to Denounce for COLDY DEARD

FORDNEY BILL PUSHED ALONG

House Proponents Succeeded in Getting Measure Sent to FLOID GRADOFF

COAST GUARD SERVICE BLAMES WET INFLUENCES FOR CUT IN FUND SET ASIDE BY CONGRESS FOR CUTTERS

Revenue Cutter Service Has

Pensacola Journal (Pensacola, Florida), February 20, 1921, Chronicing America: Historic American Newspapers, Library of Congress <https://chroniclingamerica.loc.gov/lccn/sn87062268/1921-02-20/ed-1/seq-1/>

Lesson 6: Comparing Barrios

Compelling Question

Were Latinos welcomed to Indiana?

Staging the Compelling Question

To assess prior knowledge, ask students to name major industries that are common in Indiana.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate the experiences of Latino communities in Northwest Indiana and Indianapolis. By examining the compelling question, “Were Latinos welcomed to Indiana,” students can compare Latinos’ experiences in Indiana with migration patterns and struggles they faced. They will also compare how Latino groups have overcome these challenges.

The formative performance task requires students to use historical thinking skills. Students will need to use primary and secondary sources provided in the Latino Experiences in Indiana online exhibit and Indiana Historical Society blog as evidence to answer questions about Indiana’s Latino populations’ experiences.

For this inquiry, students will need prior knowledge of immigration in the United States and industrialization in Indiana.

Materials

Device to access the Internet, pencil/pen

Procedures

1. To introduce the subject and assess prior knowledge, ask students the following question in a whole class discussion:
 - a. What industries are common in Indiana?
2. To further assess students’ prior knowledge, ask them the following questions in a think-pair-share with a partner:
 - a. What early immigrant groups had already come to the United States before the late 1910s?
 - b. What factors had brought those groups to the United States?

- c. How were they treated once they were in the United States?
- d. How might immigrant groups try to adapt to their new environment?

3. Inform students that today we are going to be focusing on the development of Latino communities across our state. We will be comparing the factors that brought them here, their arrivals, experiences, and contributions.
4. Share today’s compelling question: Were Latinos welcomed to Indiana?
5. Divide students into four groups. Give each group one of the following photos (two groups will have the same photo):
 - a. A procession marking the inaugural Mass at the second Our Lady of Guadalupe Church building in East Chicago, 1940
 - b. The Lost Barrio of Indianapolis
6. Pass out the **Analyzing Primary Source Images Handout**. In their small groups, have students take notes of observations, reflections, and questions they have about the images. After the activity, have students share their images and discussion of the images with the whole class.
7. Have students compare the images as a class.
8. Pass out the **Comparing Barrios Handout**. Direct them to click the link to each webpage to find the answers to the questions.
 - a. [Tumultuous Growth, 1929-1970](#)
 - b. [The Lost Barrio of Indianapolis](#)
9. After students have completed the handout, ask again today’s compelling question “Were Latinos welcomed to Indiana?” Have students discuss their answers using evidence from today’s lesson connecting it with economic and social factors in the Great Depression and the erasure of Latino communities through the construction of interstate highways.

Name: _____ Period: _____ Date: _____

Analyzing Primary Source Images: Part I

Directions: Please list the title of the image you are analyzing. As you look at the image, take notes of your observations, reflections, and questions. Consider the questions in the box to help you take notes when analyzing the image. You will be asked to share your image and notes with the class.

Title of Image: _____

| Observations | Reflections | Questions |
|---|--|---|
| <p>Describe what you see. What do you notice first? What people and objects are shown? How are they arranged? What is the physical setting? What, if any, words do you see? What other details can you see?</p> | <p>Why do you think this image was made? What's happening in the image? When do you think it was made? Who do you think was the audience for this image? What tools were used to create this? What can you learn from examining this image? What's missing from this image? If someone made this today, what would be different? What would be the same?</p> | <p>What do you wonder about...Who? What? Where? When? Why? How?</p> |

Name: _____ Period: _____ Date: _____

Analyzing Primary Source Images: Part II

Directions: After each group shares their images and group discussion, answer the following questions.

1. What was similar in the two images?

2. What was different in the two images?

3. What curiosities do you have about the Latino experience in Indiana after viewing these images?



“Inaugural Mass for Our Lady of Guadalupe Church,” ca. 1940s, Peter Ayala, Indiana Historical Society, <https://images.indianahistory.org/digital/collection/p16797coll38/id/172/rec/10>



“The Lost Barrio of Indianapolis” Connie Hamm, Indiana Historical Society,
<https://indianahistory.org/blog/the-lost-barrio-of-indianapolis/>

Comparing *Barrios*

Directions: Click the links to each source to answer the following questions

[Tumultuous Growth, 1929-1970](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community-copy) (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/founding-a-community-copy>)

Sourcing

1. What kind of source is this?
2. What type of primary sources are embedded in this source?
3. How are these sources credible and what are possible limitations to these embedded sources?

Contextualization

1. What years did Latinos immigrate to Indiana?
2. What events were happening in the world and the United States during these periods?
3. What industries did Latino immigrants work in?
4. According to this source, where did Latinos immigrate?

Struggles & Resistance

1. According to this source, what struggles did Latinos face in Indiana?
2. Listen to the interview by Fred Maravilla “Struggle and Resistance.” Listen from 1:00 to 5:47. What happened to the Mexican population in East Chicago, Indiana during the Great Depression?
3. How did Latinos acclimate to their new Indiana community?
4. What are the contributions of Latinos, according to this source?

Name: _____ Period: _____ Date: _____

[The Lost Barrio of Indianapolis](http://www.indianahistory.org/blog/the-lost-barrio-of-indianapolis) (<http://www.indianahistory.org/blog/the-lost-barrio-of-indianapolis>)

Sourcing

1. What kind of source is this?
2. What type of primary sources are embedded in this source?
3. How are these sources credible and what are possible limitations to these embedded sources?

Contextualization

1. What years did Latinos immigrate to Indiana?
2. What events were happening in the world and the United States during these periods?
3. What industries did Latino immigrants work in?
4. According to this source, where did Latinos immigrate?

Struggles & Resistance

1. According to this source, what struggles did Latinos face in Indianapolis?
2. How did Latinos acclimate to their new community of Indianapolis?
3. What are the contributions of Latinos, according to this source?

Lesson 7: Civil Rights: Latinos in Indiana

Compelling Question

How have Latinos used agency to resist unfair treatment?

Staging the Compelling Question

Ask students if they have ever been a part of an organized group that has successfully achieved a goal? Have students share these experiences.

Lesson Overview

This inquiry is designed for one class period and leads students to investigate Latinos during the Civil Rights Movement, with a focus on Indiana. By examining the compelling question “How have Latinos used agency to resist unfair treatment?” students can compare early Latino experiences with activism in Indiana to other Latino activism in the United States.

The formative performance task requires students to use historical thinking skills through analyzing primary source images and oral history interviews about Latino working conditions and activism in Indiana. In small groups, students will analyze selected images showcased in the Latino Experiences in Indiana online exhibit. Students will also listen to oral history interviews of Indiana Latino activists and compare their experiences to the experiences of popular Latino Civil Rights leader César Chávez.

The students’ final task will be to apply Civil Rights motives and strategies to current labor issues happening in the United States.

Materials

Device to access the Internet, pencil/pen

Procedures

1. To introduce and hook students to inquiry, ask the students to share with the class:
 - a. Have you ever been a part of an organized group that has successfully achieved a goal? How did the group achieve its goals?
 - b. What causes people to protest their government?

- c. What are strategies a group of people can do to achieve their goals in protests?
2. Introduce today’s compelling question: “How have Latinos used agency to resist unfair treatment?” Inform students that today we will be examining Latinos protesting inequality during the Civil Rights Era in the United States while looking at specific Indiana examples.
 3. Play the video [“Cesar Chavez | Labor Leader and Civil Rights Activist.”](#) Have students create a 3-way T-chart and take notes on the causes, strategies, and successes mentioned in the video. Afterwards, have students discuss their notes as a class.
 4. Following, ask the students, “Why do you think César Chávez is considered an important person in Latino history?”
 5. Tell students that César Chávez was not the only Latino working to end inequalities for Latinos in the United States. Other Latinos were organizing across the country as well. Let them know that now we will be examining sources of Latino Civil Rights movements in Indiana.
 6. Direct students to the [“Visible and Powerful”](#) webpage. Pass out the corresponding **Visible & Powerful Handout**. Divide students into 4 groups, assigning each group one of the following images on the webpage, listed below. As each group analyzes its image, have the students fill out the handout with their observations, reflections, and questions they have about the images. After the activity, have students share their images and group discussion of the images with the class.
 - a. Miller Migrant Camp in Cass County, Indiana, ca. 1960
 - b. Delaware County Migrant Camp, ca. 1970s
 - c. A group of migrant workers in a flatbed truck on the way to an agricultural job in Henry County, Indiana, ca. 1970
 - d. Photo of young girl picking tomatoes by Ed Breen in Grant County, Indiana, 1966

7. Next, direct students to look at the image captioned “Carmen Velásquez, Benito López, and AMOS staff joined others to march from Marion, Indiana, to the governor’s mansion in Indianapolis to call attention to migrant farmworkers’ rights in 1971.” Then have students listen to the two interview clips titled Struggle & Resistance. As students listen, have them fill out the Venn Diagram on the handout comparing César Chávez’s activities with Indiana Latino protests. Following, have students share as a class the similarities and differences they noticed.
8. After students have completed this comparison, encourage them to research current labor issues taking place in the United States. Have students pick an issue and evaluate the strategies activists are using to gain attention to their issues. Students should list strategies that are similar to strategies of Latino activists and make suggestions of tactics that could be helpful.

Name: _____ Period: _____ Date: _____

Visible and Powerful Handout

Directions: Please find the image you have been assigned on the webpage “[Visible and Powerful](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/Visible-Powerful).” (http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/Visible-Powerful) As you look at the image, take notes of your observations, reflections, and questions, and questions. Consider the questions in the box to help you take notes when analyzing the image. You will be asked to share your image and notes with the class.

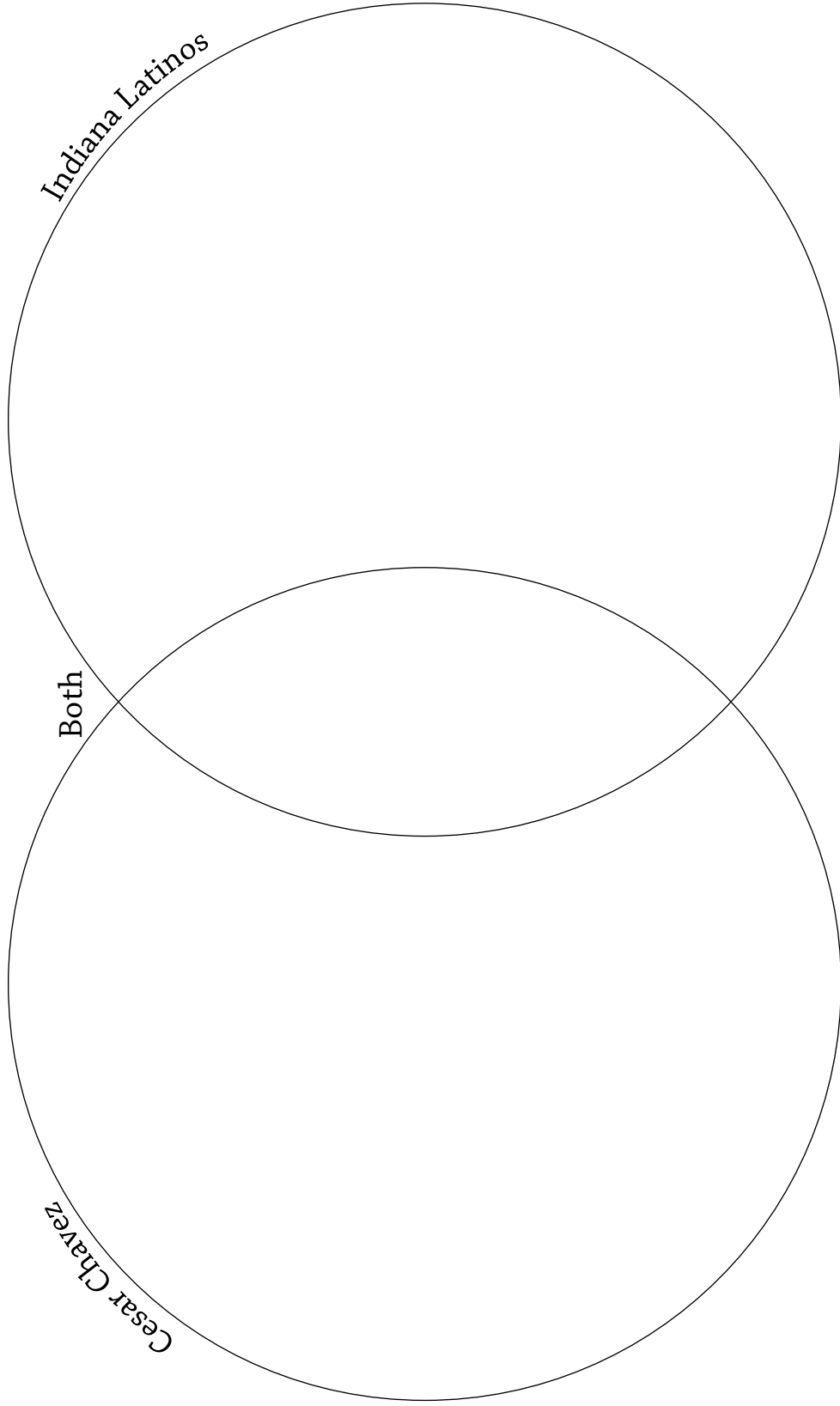
Title of image: _____

| Observations | Reflections | Questions |
|---|--|---|
| <p>Describe what you see. What do you notice first? What people and objects are shown? How are they arranged? What is the physical setting? What, if any, words do you see? What other details can you see?</p> | <p>Why do you think this image was made? What's happening in the image? When do you think it was made? Who do you think was the audience for this image? What tools were used to create this? What can you learn from examining this image? What's missing from this image? If someone made this today, what would be different? What would be the same?</p> | <p>What do you wonder about...Who? What? Where? When? Why? How?</p> |

Name: _____ Period: _____ Date: _____

Visible and Powerful: Comparing Latino Activism

Please find the two interviews listed as “Struggle and Resistance” on the [webpage](http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/Visible-Powerful) (<http://beheard.ihs.yourcultureconnect.com/e/latino-experiences/Visible-Powerful>). As you listen to the interviews, take notes on the Venn Diagram comparing the activism of César Chávez to that of Indiana Latinos.



Lesson 8: Latino Student Experiences

Compelling Question

How have Latino students fought against oppression?

Staging the Compelling Question

Ask students: What makes up your identity? What do you care about? How have schools helped shape your identity? How do you feel that you have shaped your school community?

Lesson Overview

This inquiry is designed for one class period and leads students to investigate Latino student activism. Students will be guided by the compelling question “How have Latino students fought against oppression?” Students will be looking at examples from the Los Angeles Walk Out and the East Chicago Washington High School Walkout. Students will also be examining present problems faced by Latino students and how they persevere through these challenges and continue resisting oppression in Indiana.

The formative performance task requires students to revisit the staging questions in a broader context: How do you feel schools help to shape one’s identity? How can one shape their school community? Students’ responses will use historical thinking skills citing primary source images, video footage, and oral history interviews as evidence.

The students’ final task will be to research other examples of student activism from minority groups and compare/contrast causes, strategies, and outcomes.

Materials

Device to access the Internet, pencil/pen

Procedures

1. To introduce and hook students to inquiry, have students reflect in a free-write on the questions below. After they answer the questions, ask them to share their answers with a shoulder-partner.

- a. What makes up your identity? What do you care about?
 - b. How do you feel schools have helped to shape your identity?
 - c. How have you shaped your school community?
2. Introduce today’s compelling question: “How have Latino students fought against oppression?” Inform students that today we will be examining Latino student experiences during the Civil Rights Era in the United States and considering Indiana examples. We also will compare these experiences to examples of recent Latino student experiences in Indiana.
3. Play the video [Los Angeles Walk Out](#). Have students create a 3-way T-chart and take notes on the causes, strategies, and successes mentioned in the video. Afterwards, have students discuss their notes as a class.
4. Next, tell students that we will now be looking at an example of Indiana Latino student activism. Direct them to the following blog post “[The East Chicago Washington High School Walkout, 50 Years Later](#).” Have them create another 3-way T-Chart and take notes on the causes, strategies, and successes mentioned in the post.
5. Following, ask the students, “What does an education that honors all students look like? Why is this important?” Have them think-pair-share.
6. Tell students those injustices against Latino students still take place in schools. Direct them to the “[New Era of Growth and Diversity](#)” webpage. Divide students into 3 groups, assigning each group one of the following themes: Struggles Faced, Strategies for Overcoming Oppression, and Successes. The teacher may have to assign more than one group for each theme. Give students 5-10 minutes to take notes on the themes they have been assigned. Have students examine all the images and oral history interviews embedded in the website to assist with their findings. Have each group share their findings with the class.

7. To conclude today's class, ask students to respond to the following free-write questions again. Have them include evidence from today's class to see how their thoughts have evolved.
 - a. How do you feel schools help to shape one's identity?
 - b. How can one shape their school community?
8. Encourage students to look up other examples of ways student activism has changed school culture. It can be other examples from Latino populations or from other minority ethnic groups as well. Have students consider the causes, strategies, and outcomes of those examples in comparison to the examples discussed in class today.

Additional Information and References

Lesson 1

Be Heard: Explore These Stories. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/>.

Lesson 2

Be Heard: Latino Experiences in Indiana. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/latino-experiences>.

Lane, James B. "Puerto Rican Migration." *Blog. Northwest Indiana Historian James B Lane.* February 29, 2016. <http://northwestindianahistorianjamesblane.blogspot.com/2016/02/puerto-rican-migration.html>.

Map of Latin America. *World Atlas.* <https://www.worldatlas.com/geography/latin-american-countries.html>.

Martinez–LeGrand, Nicole. "Not All Latinos Are Mexican: The Story of a 1920s Peruvian Steel Worker from Gary, Indiana." *Blog. Indiana Historical Society.* <https://indianahistory.org/blog/not-all-latinos-are-mexican-the-story-of-a-1920s-peruvian-steel-worker-from-gary-indiana/>.

Lesson 3

Be Heard: Latino Experiences in Indiana. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/latino-experiences>.

Quintana, Alejandro, adapted by Bennett Sherry. *The Mexican Revolution.* *OER Project.* <https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Origins/Era7/The-Mexican-Revolution>

Lesson 4

Be Heard: Latino Experiences in Indiana. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/latino-experiences>.

Lesson 5

Be Heard: Latino Experiences in Indiana. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/latino-experiences>.

The Day Book (Chicago, Illinois). October 30, 1915. *Chronicling America: Historic American Newspapers.* Library of Congress. <https://chroniclingamerica.loc.gov/lccn/sn83045487/1915-10-30/ed-1/seq-28/>.

Dearborn Independent (Dearborn, Michigan). January 8, 1921. *Chronicling America: Historic American Newspapers.* Library of Congress. <https://chroniclingamerica.loc.gov/lccn/2013218776/1921-01-08/ed-1/seq-10/>.

"First Public Appearance of Women of the K.K.K. on Long Island." Ca. 1924. Triangle Studio, Richmond Hill, New York. *Library of Congress.* <https://www.loc.gov/item/2012647923/>.

Great Depression. *Media Rich Learning via YouTube.* <https://www.youtube.com/watch?v=w6whSWn1RRM>.

Pensacola Journal (Pensacola, Florida). February 20, 1921. *Chronicling America: Historic American Newspapers.* Library of Congress. <https://chroniclingamerica.loc.gov/lccn/sn87062268/1921-02-20/ed-1/seq-1/>.

Lesson 6

Be Heard: Latino Experiences in Indiana. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/latino-experiences>.

"Inaugural Mass for Our Lady of Guadalupe Church." 1940s. Peter Ayala, Indiana Historical Society. <https://images.indianahistory.org/digital/collection/p16797coll38/id/172/rec/10>.

Martinez–LeGrand, Nicole. "The Lost Barrio of Indianapolis." *Blog. Indiana Historical Society.* <https://indianahistory.org/blog/the-lost-barrio-of-indianapolis/>.

Lesson 7

Be Heard: Latino Experiences in Indiana. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/latino-experiences>.

Lesson 8

Aguilar, Emiliano. “The East Chicago Washington High School Walkout, 50 Years Later.” Blog. Indiana Historical Society. <https://indianahistory.org/blog/the-east-chicago-washington-high-school-walkout-50-years-later/>.

Be Heard: Latino Experiences in Indiana. Indiana Historical Society. <https://beheard.ihs.yourcultureconnect.com/e/latino-experiences>.

“Cesar Chavez: Labor Leader and Civil Rights Activist.” PBS Learning Media for Students. WFYI Indianapolis. <https://indiana.pbslearningmedia.org/resource/amer-icon-vid-cesar-chavez/video/?student=true&focus=true>.

Additional Resources

Baer, M. Teresa. *Indianapolis: A City of Immigrants*. Indianapolis: Indiana Historical Society Press, 2012. <https://indianahistory.org/wp-content/uploads/Indianapolis-A-City-of-Immigrants.pdf>.

“The Chicano Civil Rights Movement.” Library of Congress. <https://www.loc.gov/item/ihas.200197398/>.

González, Juan. *Harvest of Empire: A History of Latinos in America*. New York: Penguin Books, 2001; rev. ed., 2011.

Indianapolis: Know the Circle City. Encyclopedia of Indianapolis. <https://indyencyclopedia.org/>.

Latino and Hispanic Heritage Collection. Indiana Historical Society. <https://images.indianahistory.org/digital/collection/p16797coll38>.

Martinez–LeGrand, Nicole, and Daniel Gonzales, *Hoosier Latinos: A Century of Struggle, Service, and Success*. Indianapolis: Indiana Historical Society Press, 2022.

Vega, Sujey. *Latino Heartland: Of Borders and Belonging in the Midwest*. New York: NYU Press, 2015.